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| **English 110 Composition 1** | | |
| **Time Allotment 50**  **(Minutes)** | **qua Phase** | **Details** |
| **5** | **Introduction**  Set a purpose. Introduce the topic with a grabber and information to get students thinking. Make the learning relevant. | Spoken word sample: “Strength” (Digital Poetry)  Sound recordings of performance poetry. |
| **5** | **Foundation**  Check on previous learning. Clarify key points of the coming lesson, including standards, goals, and objectives, building background knowledge and key vocabulary. | **Quick discussion of the grabber.**  How do these “qualify” as poetry? Are any conventional elements present? How has performance supported (or detracted from) meaning?  **Goal:** To access alternatives to traditional writing spaces in which to compose, display and collect composition artifacts.  **Key terms:** Slam poetry |
| **5** | **Brain Activation**  Ask questions; clarify; provide additional background knowledge. Perhaps include a brainstorm activity on the topic to check learning. | Performance poetry workshop: Students will use the remainder of instructional period to create videos developed from written poems. Students may employ available technology including cell phone video capability. Students are encouraged |
| **10** | **Body of New Information**  Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Read text; complete whole-class problems; conduct class discussion. | (cont.) to use graphics, photos and other enhancement to support the message of the poetry.  Small Group Critique: In groups of 2-3, allow others to offer constructive criticism of your work. |
| **10** | **Clarification**  Provide sample problems and situations. Pose questions to move students toward independent work. | Students will add any elements they deem necessary to complete performance poetry project. |
| **10** | **Practice and Review**  Students work with teacher and whole class, in small groups, or with a partner to clarify learning. | Teacher will circulate during workshop offering constructive criticism and suggestions for improvement of productions. |
| **5** | **Independent Practice**  Students practice on their own. Begin homework. Struggling students get additional practice. | Students may elect at this time to share their work with small group members or continue working on the video. |
| **5** | **Closure**  Connect the lesson details together. Answer questions and respond to whole class difficulties. | Review key concepts and significance of topic.  Students will respond on “Go Pass” with comments on any aspect of the lesson. Briefly summarize what they have learned (if anything). What was useful, etc. Teacher collects Go Pass as class exits. This feedback serves as assessment for planning future instruction. |